

SKRIPSI



**THE ENGLISH VOCABULARY MASTERY OF FIFTH GRADE
STUDENTS OF SD N 3 BACIN KUDUS IN ACADEMIC YEAR 2016/2017
BY USING BLINDFOLD GAME**

By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2017**



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Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education

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2017**

MOTTO AND DEDICATION

MOTTO

- *Don't forget to be grateful for Allah who always give everything.*
- *An action is the foundation of a success.*
- *Do the best and pray.*

This skripsi is dedicated to:

- ❖ *Herbeloved parents thanks for the supports.*
- ❖ *Her beloved special one thanks for all his love and support.*
- ❖ *Her beloved friends.*
- ❖ *Everyonewho always supports her.*

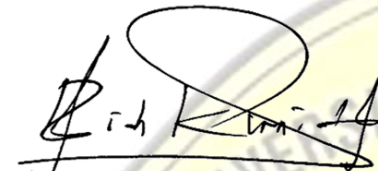


ADVISORS' APPROVAL

This is to certify that the Skripsi of Osa Fandilah (2011-32-175) has been approved by the Skripsi advisors for further approval by the Examining Committee.

Kudus, January 2017

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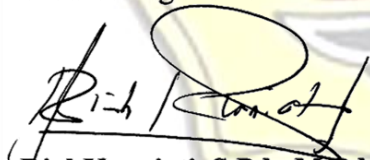
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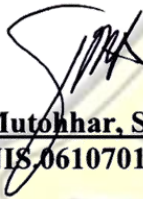
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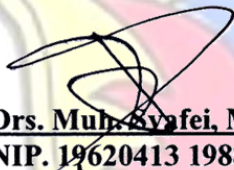
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There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer do expects that this research will be useful for those, especially who are in the field of education.

Kudus, January 2017

OsaFandilah

ABSTRACT

Fandilah, Osa. 2017. *The English Vocabulary Mastery of Fifth Grade Students of SD N 3 Bacin Kudus in Academic Year 2016/2017 by Using Blindfold Game*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors (1) Diah Kurniati, S.Pd, M.Pd., (2) Mutohhar, S.Pd, M.Pd.

Key words: Vocabulary, Blindfold Game

The important part in English language is the vocabulary. People cannot express their opinion and ideas in English without knowing their vocabulary. By learning vocabulary, the students can increase their listening, speaking, reading and writing. However, the fact shows that many students have difficulties to master their English vocabulary. Therefore, the writer used Blindfold game to help the students memorize of new information. Blindfold game can make their students more interested and motivate in learning process, especially for learning vocabulary.

The purpose of this research is to find out whether there is significant difference between English vocabulary mastery of the fifth grade students of SD N 3 Bacin Kudus in academic year 2016/2017 before and after taught by using Blindfold game.

The design of this research used an experimental research. The writer used one group pre-test and post-test. The population of the research was the fifth grade students of SD N 3 Bacin Kudus in academic year 2016/2017. The writer used a test as instrument of the research. The kind of the test was multiple choice tests. The test consists of 20 questions.

The result of this research shows that in level significance 5% and degree of freedom (df) $N-1 = 27$, there is a significant difference between English vocabulary mastery of the fifth grade students of SD N 3 Bacin Kudus before and after taught by using Blindfold game. From the calculation result t-observation (t_0) is 13.81, meanwhile t-table is 2.052. It means the null hypothesis is rejected and alternative hypothesis is accepted ($t_0 = 13.81 > t_t 2.052$). The vocabulary mastery of the fifth grade students of SD N 3 Bacin Kudus in academic year 2016/2017 taught by using Blindfold game is “good” (Mean = 85.4 and Standard deviation = 14.19). And vocabulary mastery of the fifth grade students of SD N 3 Bacin Kudus in academic year 2016/2017 without using Blindfold game is “fair” (Mean = 62.9 and Standard deviation = 12.55).

Based on the result, the writer suggests that the teacher should be able to created in teaching learning process more interesting, innovative and enjoyable. The teacher can use Blindfold game in teaching vocabulary because Blindfold game is an effective game to teach vocabulary

ABSTRAKSI

Fandilah, Osa. 2017. *Pengajaran Kosakata Bahasa Inggris untuk Siswa Kelas 5 SD N 3 Bacin Kudus Tahun Ajaran 2016/2017 dengan Menggunakan Blindfold game*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing (1) Diah Kurniati, S.Pd, M.Pd. (2) Mutohhar, S.Pd, M.Pd.

Kata kunci :Kosa kata, Blindfold Game

Bagian paling penting dalam bahasa Inggris adalah kosa kata. Seseorang tidak bisa mengutarakan pendapat mereka dan ide dalam bahasa Inggris tanpa kosa kata mereka. Dengan belajar kosa kata, para siswa dapat meningkatkan kemampuan mereka dalam mendengarkan, berbicara, membaca dan menulis. Namun, fakta menunjukkan bahwa banyak siswa mengalami kesulitan untuk menguasai kosa kata mereka. Oleh karena itu, penulis menggunakan Blindfold game untuk membantu memori siswa dari informasi baru. Blindfold game bisa membuat mereka lebih tertarik dan termotivasi dalam proses pembelajaran, khususnya pembelajaran dalam kosa kata.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara penguasaan kosa kata bahasa Inggris siswa kelas V SD N 3 Bacin Kudus di tahun ajaran 2016/2017 sebelum dan sesudah diajar menggunakan Blindfold game.

Penelitian ini menggunakan sebuah penelitian eksperimental. Penulis menggunakan satu grup dengan pre-test dan post-test. Dalam penelitian ini, penulis mengambil siswa kelas V SD N 3 Bacin Kudus tahun ajaran 2016/2017. Penulis menggunakan tes sebagai instrument penelitian. Jenis tes yang digunakan adalah tes pilihan ganda. Tes ini terdiri dari 20 pertanyaan.

Hasil penelitian ini menunjukkan bahwa tingkat signifikansi 5% dan derajat kebebasan (df) $N-1 = 27$, ada perbedaan yang signifikan antara penguasaan kosa kata bahasa Inggris siswa kelas V SD N 3 Bacin Kudus sesudah menggunakan Blindfold game tahun ajaran 2016/2017 dan sebelum menggunakan Blindfold game. Hal ini ditunjukkan dari hasil perhitungan t-observasi (t_0) adalah 13.81, sedangkan t-tabel 2.052. Ini berarti hipotesis nol ditolak dan hipotesis alternatif diterima ($t_0 = 13.81 > t_{2.052}$). Kemampuan kosa kata siswa kelas V SD N 3 Bacin Kudus yang diajar dengan menggunakan Blindfold game tahun ajaran 2016/2017 tergolong “baik” (Mean = 85.4 dan SD = 14.19). Sedangkan penguasaan kosa kata siswa kelas V SD N 3 Bacin Kudus tanpa menggunakan Blindfold game tahun ajaran 2016/2017 tergolong “cukup” (Mean = 62.9 dan SD = 12.55).

Berdasarkan hasil di atas, penulis menyarankan bahwa guru harus mampu menciptakan proses belajar mengajar yang lebih menarik, inovatif, dan menyenangkan. Guru dapat menggunakan Blindfold game dalam mengajar

penguasaan kosa kata karena Blindfold game adalah sebuah teknik yang efektif untuk mengajar kosa kata.



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